

UNIV 110 : FOUNDATIONS FOR SELF- DISCOVERY AND LIFE-LONG LEARNING

FALL 2015

LOCATION: RAYZOR 121

TUESDAY AND THURSDAY: 9:25 AM – 10:40 AM

INSTRUCTOR

Araceli Lopez

Assistant Director, SSI

araceli.lopez@rice.edu

PEER GUIDES

Taylor Neal

Senior, Wiess

tmn3@rice.edu

Blaque Robinson

Senior, Wiess

bmr2@rice.edu

COURSE OVERVIEW:

College is an opportunity for you to be the architect of the next four years in your life. What organizations you elect to join, the relationships you cultivate, personal wellness decisions, and what your life after graduation will look like will be dictated by your decisions. Rice University has numerous resources and support networks designed to assist you throughout your time on campus. While this course will introduce you to a number of these, the aim of this course is to facilitate critical thinking about your own undergraduate experience and transition to college and to equip you with the knowledge, tools, and resources to shape your Rice experience. Central to this course is the concept of discovery and it will be used to support your examination of the following big picture questions:

- **Who am I in this new environment? Who do I want to be?**
- **How do I define academic and personal success in college?**
- **What are my personal values? Are my personal and academic choices reflecting these ideals?**

COURSE LEARNING OBJECTIVES:

- **Understand the resources and support networks available on campus, identifying your own personal network for support and guidance**
- **Identify your pathway to academic, personal, social, and emotional wellbeing at Rice**

CLASS EXPECTATIONS:

This course is not a lecture format. In order to be successful in this learning community, your participation in the class and its activities will be essential. As detailed in the grading section, attendance will be critical to achieving a successful grade in the course as will being attentive and “present” during class.

For the purposes of this class, participation means engaging with the group, actively participating in discussions (whether in a small group or full class format), and contributing to the ideas being generated in that class session. **The quality of these interactions is less important than the quality of the contributions.**

This is a learning environment in which everyone will be asked to share, to challenge each other, to challenge yourself, and to ask questions when there are things that you do not understand. In this diverse classroom setting, , it is an expectation that you will respect the perspectives shared by your peers and remain mindful that the class is comprised of individuals with varied life experiences that may differ significantly from your own. This applies to Instructors and Peer Guides as well.

This course is what you make of it. Students who take it seriously, use it as an opportunity for personal discovery, engage with their classroom community, and fully participate will gain more than those who merely occupy a seat each week. Instructors and Peer Guides are the facilitators of your knowledge. It is up to you to take what you learn, synthesize it, and do something meaningful with it.

While it is important in all of your classes to come prepared and do your readings, it is especially critical in UNIV 110. We are a community of learners and in order to maximize everyone's experience, it is imperative that we are all able to engage in the discussion. Because there are so few readings, they become extremely important. Make sure that you have not only prepared for each class period, but are ready to respond, react, and reflect on the reading with your classmates.

STATEMENT ON ACCOMMODATIONS:

Any student with a disability requiring accommodations in this class is encouraged to contact the instructor after class or during office hours. Additionally, students should contact the Disability Support Services office in the Allen Center, Room 111 at 713-348-5841 or adarice@rice.edu.

HONOR CODE:

Students are expected to abide by the Rice University Honor Code as described in the Honor System Handbook at <http://honor.rice.edu/honor-system-handbook>. If at any point in the course, you are unclear about the honor system and how it works in this course, please contact your instructor or Peer Guides.

OWLSpace:

All course readings will be uploaded onto OwlSpace. The instructor and Peer Guides will utilize this as their primary means of interfacing with the class outside of course areas. Make sure to check this site frequently for course updates or additional course materials. Please note that other sections of UNIV 110 are also utilizing the same site so be cautious when using the wide messaging or blogging functions as they may notify students in other classes.

STATEMENT OF SUPPORT:

The instructor and Peer Guides of this class are here to help you both with the course curriculum as well as your transition at Rice. If you have questions, concerns, or just need to talk about a problem or issue and are uncertain of where to start, please seek us out. We are invested in your academic, emotional, and interpersonal success at Rice.

ASSIGNMENTS AND GRADING:

OUT OF CLASS ASSIGNMENTS:	35 POINTS
FOUNDATIONS CHECKLIST & BLOG	30 POINTS
ATTENDANCE & IN-CLASS PARTICIPATION:	20 POINTS
CAPSTONE PRESENTATION:	15 POINTS
TOTAL POINTS AVAILABLE TO BE EARNED:	100 POINTS

All foreseeable absences should be approved in advance by the instructor. If you miss a class and there is an in-class activity, it is your responsibility to follow-up with either the instructor or Peer Guide to get any materials that you missed or else you will forfeit the points for that assignment.

****A significant portion of your grade is based on your participation and engagement IN CLASS. It is very difficult to be successful in this course if you have a significant number of absences.**

Assignment	Additional Details	Point Assignment
OUT OF CLASS ASSIGNMENTS		35 TOTAL POINTS
Vision Board	Design a vision board or display that represents who you are and how you came to be that person. The board should include images from magazines, personal pictures, or hand-drawn images which communicate what you value and who you are. Due: September 8th	10 Points
Vision Board Reflection Paper	3-5 page paper reflecting on the experience of constructing the Vision Board as well as reactions to your peers' boards. Due: September 15th	5 Points
"Cult of Busyness" Reaction Paper	3 page reflection on the "Cult of Busyness" article and how it relates to your Rice experience. Due: September 29th	5 Points
Career Genogram	Complete a visual roadmap that outlines the careers, occupations, and educational pathways of your family or significant influences throughout your life. Due: November 17th	10 Points
Career Genogram Reflection Paper	3-5 page paper synthesizing what you discovered about your career and educational choice, familial occupational trends, and your definition of success Due: November 19th	5 Points
FOUNDATIONS CHECKLIST & BLOG		30 TOTAL POINTS
Foundations Checklist Activities	One of the goals of this class is for you to interact with your community and discover what this environment has to offer outside of the classroom. You must complete 5 total items on this checklist – 3 from the Low Engagement category and 2 from the High Engagement category. You must select either a low or high engagement exercise from 5 out of the 6 topical areas. You cannot complete all of your exercises in the same topical area or you will not receive completion credit. All Foundations Checklist Verification Forms must be submitted no later than the final day of class. It is strongly advised that you not wait until the end of the semester as there will be fewer options at that time. Due: December 3rd	20 Points
Foundations Checklist Blog	After completing all of the items on your checklist, submit a "blog" that highlights what you learned from your experiences. It must be a minimum of 250 words and can be typed separately (that is, it does not need to be posted online) Due: December 3rd	10 Points
CAPSTONE PRESENTATION		15 TOTAL POINTS
Capstone Presentation	In small groups, students will develop a "Last Lecture" style presentation to discuss your journey thus far at Rice and how this course has helped you to prepare for what is to come. Due: November 24th and December 1st	

TENTATIVE COURSE CALENDAR

Week/Dates	Discussion Topics	Readings/Assignments
Week 1 8/24 – 8/28	Course Introduction & Community Building Introduction to Values	
Week 2 8/31 – 9/4	Understanding Your Values	
Week 3 9/7 – 9/11 <i>*Labor Day is 9/7</i>	Life Inside the Hedges: Culture & the College System	Reading: "Cycle of Socialization" – Harro Due: Vision Boards Guest Speaker: Dean John Hutchinson <i>- Prepare at least 1 question for the speaker to be turned in at the end of the class. Participation points will be based on this for the class period.</i>
Week 4 9/14 – 9/18	Life Outside the Hedges	Due: Vision Board Reflection Paper
September 15: Should have completed at least one Foundations Checklist items.		
Week 5 9/21 – 9/25	Decision-Making & Time Management	Reading: "Cult of Busyness" - Lambert
Week 6 9/28 – 10/2	Academic Success at Rice	Due: Cult of Busyness Reaction Paper Guest Speaker: Faculty Member <i>- Prepare at least 1 question for the speaker to be turned in at the end of the class. Participation points will be based on this for the class period.</i>
Week 7 10/5 – 10/9	How Do I Learn?	
Week 8 10/12 – 10/16 <i>*Fall Recess is M/Tu</i>	Academic Success, Part 2: Are You Studying Enough?	Guest Speaker: Academic Advising <i>- Prepare at least 1 question for the speaker to be turned in at the end of the class. Participation points will be based on this for the class period.</i>
October 15: Should have completed at least three Foundations Checklist items.		
Week 9 10/19 – 10/23	Communication & Conflict	
Week 10 10/26 – 10/30	Love, Dating, Sex, & Healthy Relationships	Guest Speaker: Wellbeing <i>- Prepare at least 1 question for the speaker to be turned in at the end of the class. Participation points will be based on this for the class period.</i>
Week 11 11/1 – 11/6	Stress & Mental Health	
Week 12 11/9 – 11/13	Identity Development	Reading: "Complexity of Identity" – Tatum

Week 13 11/16 – 11/20	Career & Major Exploration Leadership Development	Due: Career Genogram and Career Genogram Reflection Guest Speaker: Center for Career Development and/or Student Leader Panel <i>- Prepare at least 1 question for the speaker to be turned in at the end of the class. Participation points will be based on this for the class period.</i>
Weeks 14 – 15 11/23 – 12/4 <i>*Thanksgiving Break is 11/26 & 11/27</i>	Capstone Presentations Next Steps	
December 3: Foundations Checklist Blog and all outstanding Foundations Checklist Verification Forms due to instructor by 5:00 pm.		